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ABSTRACT

A guide developed by classroom teachers of foreign languages is presented. It is intended to be a practical tool for the teacher who wants to develop in students a set of skills which are sequentially presented. It is also directed to administrators and supervisors so that they too may participate in the development of a vital foreign language program. The guide contains four matrices. The first one provides an overview of the K-12 program; the others indicate the objectives to be accomplished in each grade at the elementary, middle and secondary levels. The following areas are covered in subsequent chapters: (1) basic communication skills, specifically objectives and activities in listening, speaking, reading and writing; (2) culture and civilization including way-of-life culture, literature, music, art, architecture, history and social institutions; (3) grammar; (4) Latin programs; (5) mini-courses; (6) career education; and (7) exploratory programs. The guide also provides a selected bibliography of works considered by the committee to be current, academically sound, readable, practical and reasonably priced. (AMH)

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CURRICULUM GUIDE

FOR

FOREIGN LANGUAGE PROGRAMS

IN

ALABAMA

Wayne Teague
State Superintendent of Education
Alabama State Department of Education
Montgomery, Alabama 36130

Bulletin 1978, No. 6

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PREFACE

This curriculum guide was developed by classroom teachers of foreign languages for classroom teachers. It is based not on esoteric theory but rather on the actual experience of the classroom teachers. For this reason, the guide is intended to be a practical tool for the teacher who wants to develop in students a set of skills which are sequentially presented. It is written also with the administrator and supervisor in mind, so that they too may participate in the development of a vital foreign language program.

The development of the guide became a true and challenging experience for the conference participants, many of whom had not had the opportunity of working with foreign language skills in this manner. The camaraderie which evolved out of the workshop is indicative of the professional compatibility that exists in the foreign language community of Alabama, and the participants indicated that this type of activity is an effective means of bringing the foreign language profession together.

This curriculum guide is not the final word in foreign language curriculum development but is rather part of an on-going project. The users of this document will be able to supplement the activities contained in this guide and are encouraged to do so. In other words, the guide is a starter set of activities that can be carried out effectively in the modern foreign language classroom. Constructive comments and criticisms of this document are solicited and welcome.

The participants express their appreciation to Rebecca Valette and Renee Disick, whose books provided the framework for the development of this guide.

Prattville, Alabama
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A CASE FOR FOREIGN LANGUAGE STUDY

At one time, college foreign language requirements were enough to inspire a student to study a foreign language, but, for the most part, these requirements have disappeared. The teacher and the administrator may be aware that the study of a foreign language helps discipline the mind and sharpen critical and analytical thinking, that the study of another language helps the student put his own language and culture into a meaningful perspective, and that this foreign language study can help lessen these adverse effects of a monolingual and monocultural education. Such reasons, however, are not convincing to a young student.

One way to reach a student is through career education. Many materials are available today which show convincingly that the knowledge of a second language is an asset in almost any occupation. The need for secretaries with foreign language skills is increasing; hospital workers, social workers, firemen, airline personnel, all have better employment opportunities when their required training is supported by a foreign language skill.

Our world is indeed becoming smaller, and as our American society becomes increasingly mobile, many cities and states are rapidly becoming bilingual. The knowledge of a second language therefore becomes especially valuable. More Americans now travel abroad (up 1,083% from 1950 to 1976), more American businesses go international (up 1,029%), and more Americans study abroad (up 450%). At the same time, more foreign people visit us (up 1,441%), more foreign businesses enter the American market (up 685%), and more foreign students study in the U.S. (up 392%). These national statistics are reflected in Alabama. Currently, at least thirty important foreign-based companies have located in twenty-three towns in eighteen counties of Alabama. In addition, well over a thousand students from over eighty-four nations have matriculated in Alabama colleges and universities. The world is coming to us in Alabama. More and more, our students must live in a society of several languages and cultures, and the study of a foreign language will enable them to cope effectively with a changing world.

As students become more aware of their foreign heritage, many will want to learn something of the language of their forbearers. A feeling of acceptance of other languages and cultures is a sign of health in our nation and in our state. The foreign language programs in our schools are filling a real need in helping our young people adjust to a complex society.

STATEMENT OF PHILOSOPHY

Language is essential to the human enterprise. Since all education must proceed from language competency, and since the use of language, both oral and written, is the means by which we understand our experiences and the experiences of others, as well as a means by which we gain pleasure, it is essential that the study of languages and literatures be the cornerstone of the educational process. Students in Alabama schools should be exposed to this humanistic pursuit through the systematic study of a second language resulting in the attainment of:

1. The progressive acquisition of the four basic language skills (listening, speaking, reading, and writing);
2. A heightened awareness of the nature and structure of the student's native language leading to increased facility in the use of both spoken and written English;
3. The acquisition of knowledge about the foreign country--its geography, history, social organization, literature, and culture;
4. An awareness of the applications of foreign language skills;
5. An understanding of the values inherent in a foreign culture and a tolerance for any differences, such that the student gains not only an awareness and an appreciation of the foreign culture, but also an objective and unbiased attitude towards his own culture and its individuality;
6. A new perspective on acquired routine patterns of expression and the development of an expanded or new personality giving the student the flexibility and adaptability required for living in a world of accelerated transition;
7. An increased sensitivity to language and its intrinsic values for life-long personal enrichment; and
8. An appreciation for the diverse linguistic and cultural heritages found in the United States with emphasis on those found in the State of Alabama.

Introduction to the Use of This Guide

This curriculum guide contains four matrices. The first one, located on the following page, indicates the skills to be developed at each stage of a Kindergarten through twelfth grade foreign language program. This matrix provides an overview.

Before each general statement on foreign language programs in the elementary, middle, and secondary school, a matrix is given for the grades encompassed by the statement. The matrix indicates the list number of the objectives (according to skill) to be accomplished at each grade level. Teachers with particularly adept students will fulfill more of the objectives than those designated but only the minimal objectives should be presupposed.

OVERALL PROGRAM SEQUENCE

K-12

LEVEL	K	1	2	3	4	5	6	7	8	I	II	III	IV
LISTENING	X	X	X	X	X	X	X	X	X	X	X	X	X
SPEAKING	X	X	X	X	X	X	X	X	X	X	X	X	X
READING				X	X	X	X	X	X	X	X	X	X
WRITING				X	X	X	X	X	X	X	X	X	X
WAY-OF-LIFE CULTURE	X	X	X	X	X	X	X	X	X	X	X	X	X
CIVILIZATION						X	X	X	X	X	X	X	X
LITERATURE							X	X	X	X	X	X	X
GRAMMAR									X	X	X	X	X
SPECIALIZED AREAS						X	X	X	X	X	X	X	X

ELEMENTARY SCHOOL PROGRAM

K-4

LEVEL	K	1	2	3	4
LISTENING	1, 2	1, 2	1, 2	1, 2	1, 2
SPEAKING	1, 2	1, 2	1, 2	1, 2	1, 2, 3
READING				1, 2, 3, 4	1, 2, 3, 4, 5
WRITING				1, 2	1, 2
WAY-OF-LIFE CULTURE	1, 2	1, 2	1, 2	1, 2	1, 2

NOTE: Numbers denote the identification number of the objectives (pp. 11-25) to be completed at each grade or level.

GENERAL STATEMENT--ELEMENTARY SCHOOL PROGRAM

Beginning foreign language study with the elementary school has many advantages. One of these is the willingness of the child at this age to accept without bias a language and a culture different from his own. A natural curiosity about other people exists, as well as an eagerness to communicate with them. The child in the elementary school tends to have fewer inhibitions and is therefore quite willing without embarrassment to reproduce the foreign language. Also, for the child of this age the entire experience of formalized learning is still an exciting adventure. Essentially, the elementary school child has that wonderful attitude and curiosity so necessary for foreign language learning and for accepting another culture without making value judgements on the foreigner's way of doing things. This is the ideal level at which to begin the study of a foreign language.

It is recommended that the child in the K-4 sequence be exposed to the foreign language three times a week. The length of each exposure, depending on the attention span and eagerness of the class to continue, may range from 15 to 30 minutes.

The primary skills of listening and speaking are emphasized at this level with reading and writing to be added in the third or the 4th grade, only after the reading and writing skills in English have been firmly established. The teacher should introduce aspects of the foreign culture reflecting those characteristics of day-to-day living in which the elementary school child is interested, e.g., family relationships, songs, games, foods, and home life.

Since the seeds of further learning are planted at this level the teacher must be patient and allow the child's language skills to mature slowly and naturally; otherwise, the desire for continued language learning might well be extinguished.

It is hoped that the language learning, which is begun at this level, will continue uninterrupted into the child's adult life; but even if the child must wait several years before he is able to take the foreign language again, the pleasant experience and the positive attitude toward language learning will help insure that the student will avail himself of the opportunity when it is presented.

The child who begins the study of a foreign language at the elementary school level, often continues his study uninterrupted into adult life. Should a break occur, however, and several years intervene without formal study at least a positive attitude toward language learning has been developed and a pleasant initial experience has helped insure that the student will resume his foreign language study at the first available opportunity.

MIDDLE SCHOOL PROGRAM

GRADES 5-8

LEVEL	5	6	7	8
LISTENING	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4, 5
SPEAKING	1, 2, 3	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4
READING	1. 2, 3, 4, 5	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7
WRITING	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3
WAY-OF-LIFE CULTURE	1, 2	1, 2	1,2	1, 2
CIVILIZATION				*
LITERATURE				*
SPECIALIZED AREAS		EXPLORATORY COURSES		

NOTE: Numbers denote the identification number of the objectives (pp. 11-25) to be completed at each grade or level.

*For comments and suggestions on these areas, refer to the individual sections on literature and civilization.

GENERAL STATEMENT--MIDDLE SCHOOL PROGRAM

The middle school student, in a critical and transitional stage of development, has an eager, inquisitive, and competitive nature combined with a developing sense of social and intellectual awareness. He is searching for his identity and his place in society. The foreign language teacher can capitalize on these characteristics by directing attention toward similar behavioral and developmental patterns observable in peers of the foreign culture.

At the fifth and sixth grade levels a maximum of thirty minutes of daily instruction is recommended. Instead of a period designated specifically for foreign language, foreign language study might well be incorporated with other subjects, such as art, music, history, or grammar.

In the seventh and eighth grades, foreign language study can become a set part of the schedule. At the middle school level the study of a foreign language should be, above all else, a pleasant experience. An inflexible program that is dictatorial and mandatory will inevitably lead to stifled interest. A student who enjoys his study of a foreign language is the best conveyor of contagious enthusiasm and good public relations that a language program can have.

For the student who enters middle school with previous language training, the skills outlined here should be adapted to refresh, strengthen, and expand former knowledge and to maintain and increase interest. For the student with no previous exposure, the guide can be applied more directly but with a constant eye on the key to success: enjoyment.

SECONDARY SCHOOL PROGRAM

LEVELS I, II, III, IV

LEVEL	I	II	III	IV
LISTENING	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7
SPEAKING	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5
READING	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 6, 7, 8
WRITING	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5
WAY-OF-LIFE CULTURE	1, 2	1, 2	1,2	1, 2
CIVILIZATION	*	*	*	*
LITERATURE	*	*	*	*
GRAMMAR	*	*	*	*
SPECIALIZED AREAS	CAREER EDUCATION		MINI-COURSES	

NOTE: Numbers denote the identification number of the objectives (pp. 11-25) to be completed at each grade or level.

* For comments and suggestions on these areas, refer to the individual sections on civilization, literature, and grammar.

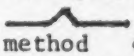
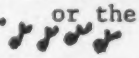
GENERAL STATEMENT--SECONDARY SCHOOL PROGRAM

The student at the high school level has progressed to the stage where he is prepared to assume a more active role in the language learning process, and, due to an increased attention span, he can devote larger amounts of time and energy to the task. Because he is more receptive and responsive in his grasp of subject matter, he can work at greater speed and can ingest larger amounts of material. He can work through mechanical skills and can progress at a more accelerated rate toward the development of communication skills.

The student at this level is more analytical, and while he is, to a certain degree, more skeptical, he at least begins to grow aware of the practicality of foreign language study. For example, he notices the applicability of foreign language skills to other areas of study and, as well as the increased job opporunities open to those having a foreign language skill. The student also begins to take a greater interest in other cultures and to consider the possibilities of foreign travel.

Ideally, the high school foreign language program encompasses a four-year sequence with the highest level of study being reached at grade 12. In reality, however, most students limit themselves to two years of foreign language study. While students should be encouraged to continue into the upper level classes or even to begin the study of a second foreign language, the teacher should recognize the reality of an already overcrowded curriculum and should, if necessary, gear the foreign language program toward this reality. In this case the curriculum should be structured in such a way that the highest level of instruction be available to students at grade 12. In most cases contact time will be fixed at (five) 55-minute periods per week.

Area: LISTENING

Objectives	Suggested Activities
1. To demonstrate an awareness of the difference between the native language and the target language, as well as within the target language itself.	1 a. The teacher recites a list of words, phrases, or sentences, mixing native language and target language; the student identifies each phoneme, word, phrase, or sentence as to native language or target language. b. The teacher recites a word, phrase, or sentence; the student identifies the stress or intonation pattern by the line method  or the musical note method  c. The teacher reads minimal pairs; the student indicates whether the units are the same or different.
2. To demonstrate an understanding of words and sentences previously taught.	2 a. The teacher gives a command in the target language; the student carries out the command. b. The teacher recites a word or sentence in the target language; the student matches the utterance with an appropriate picture. c. The teacher recites a word or sentence in the taret language; the student selects the English equivalent from multiple choices.
3. To demonstrate an understanding of recombined structures and vocabulary previously taught.	3 a. The teacher recites a statement; the student indicates whether the statement is true or false. b. The teacher recites a statement or question; the student selects from multiple choices the most appropriate response. c. The teacher recites part of a sentence; the student selects from multiple choices the word or words which best complete the sentence.

Area: LISTENING

Objectives	Suggested Activities
4. To demonstrate an understanding of grammatical signals of the target language.	4 a. The teacher reads aloud two sentences in the target language; the student indicates whether or not the grammatical substitutions of the second sentence are appropriate to the ideas expressed in the first sentence. b. The teacher reads aloud four sentences in the target language, two of which are identical; the student identifies the two which are the same. c. The teacher reads aloud a cue sentence in the target language. The teacher then reads three sentences in the target language which contain grammatical substitutions; the student selects the one sentence which expresses the idea of the cue sentence. d. The teacher shows the student a picture and reads two descriptive sentences; the student indicates which sentence accurately describes the picture. e. The teacher reads a sentence in the target language; the student identifies such elements as person, tense, voice, or mood.
5. To demonstrate an understanding of familiar vocabulary and sentence patterns in recombined materials.	5 a. The teacher gives a command or directions in the target language; the student performs according to the given commands or directions. b. The teacher shows the student a picture or makes statements about the picture; the student indicates whether the statements are true or false.

Area: LISTENING

Objectives	Suggested Activities
	c. The teacher reads aloud a brief dialogue; the student indicates whether or not the last sentence read is appropriate to the rest of the dialogue. d. The teacher reads a brief dialogue or paragraph followed by descriptive statements; the student indicates whether the statements are true or false as applied to the dialogue. e. The teacher asks a question and gives two possible answers; the student indicates the correct response. f. The teacher shows the student a picture and asks questions about the picture; the student selects the correct answer from multiple choices. g. The teacher makes a statement in the target language; the student selects one of three given pictures which accurately reflects the meaning of the sentence. h. The teacher reads aloud a paragraph in the target language and asks questions on the material, giving several choices; the student selects the correct answer.
6. To demonstrate a general comprehension of material which contains some unfamiliar cognates and vocabulary and which is presented at increasing rates of speed with variation as to speaker and medium.	6 a. The teacher presents (by teacher model or recordings) a passage; the student answers general questions on the passage by giving the answers in oral or written form. b. The teacher presents a passage by reading it or playing a recording of it; the student decides upon an appropriate title for the passage.

Area: LISTENING

Objectives	Suggested Activities
	c. The teacher presents a passage by reading it or playing a recording of it followed by several statements about the material; the student indicates whether the statements are true or false. d. The teacher presents a short story to the class by reading it or by playing a recording of it; the student accompanies the story as it is presented a second time with appropriate gestures and actions.
7. To demonstrate an understanding of regional and dialectic deviations from language standards, as to phonemic differences, stress patterns, intonation, and implied meanings.	7 a. The teacher presents an oral passage; the student identifies the region represented by the speech pattern of the passage. b. The teacher presents an oral selection; the student supplies an adjective which describes the mood of the speaker. c. The teacher presents an oral passage; the student identifies the standard of speech contained in the passage, such as formal or familiar. d. The teacher presents a short passage and then makes a statement about the passage; the student indicates whether or not the statement can be logically implied from the passage.

Area: SPEAKING

Objectives	Suggested Activities
1. To reproduce the sounds, rhythm, and intonation patterns of the target language.	1 a. The teacher produces the isolated sounds of the target language; the student repeats the sounds. b. The process in 1a. is expanded to include words, phrases, sentences and dialogues.
2. To demonstrate the ability to recall sounds, words, phrases, sentences, and dialogue in the target language.	2 a. The teacher asks the student to recite the alphabet of the target language; the student recites from memory the alphabet with accurate pronunciation. b. The teacher provides the student with a copy of a familiar dialogue in which individual words are ommitted; the student reads the dialogue aloud, supplying the missing words in the target language. c. The process in 2b. is repeated to include phrases, then sentences. d. The teacher has the student select a partner; the two students recite the memorized dialogue.
3. To demonstrate an understanding of the material previously learned.	3 a. The teacher asks a familiar question; the student answers according to what he has been taught. b. The teacher gives an English cue (word, phrase, or sentence); the student gives the target language equivalent. c. The teacher shows the student a picture or flashcard; the student responds with an appropriate word or expression.
4. To manipulate the vocabulary and structures of familiar material.	4 a. The teacher repeats a sentence from the basic dialogue, substituting appropriate words and phrases; the student repeats the sentence; incorporating the substitutions.

Area: SPEAKING

Objectives	Suggested Activities
	4 b. The teacher recites a sentence from the basic dialogue; the student repeats the sentence, substituting appropriate words or phrases previously encountered in different contexts. Examples: (1) Noun substitution (2) Pronoun for noun substitution (3) Verb for verb substitution (4) Adjective or adverb substitution (5) Prepositional phrase substitution (6) Verb tense, voice, or mood substitution c. The teacher recites two simple sentences from familiar material; the student combines the sentences into either a compound or complex sentence. d. The teacher recites a sentence in English which demonstrates recombination of previously taught material; the student renders the statement into the target language.
5. To express freely in the target language experiences, thoughts, and emotions.	5 a. The teacher provides the setting of a familiar dialogue; the student selects a partner and they engage in an appropriate conversation of their own making. b. The teacher describes a situation; the student selects a partner and expands the situation into a skit. c. The teacher asks the student to summarize orally a familiar tale or story; the student retells a

Area: SPEAKING

Objectives	Suggested Activities
	5 c. dialogue, story, play, or folk tale with which he and the class are familiar. d. The teacher divides the class into groups or 4-6 students; the students engage in a chain story, each student adding in turn a sentence to the preceding one. e. The teacher gives the student a picture; the student describes orally the picture or tells a story prompted by the picture. f. The teacher provides a set of pictures; the student tells a story based on the series of pictures. g. The teacher provides a framework for role-playing; the student assumes the assigned role and conducts an interview.

18 Area: READING

Objectives	Suggested Activities
1. To develop reading readiness skills, such as visual perception and sound-symbol correspondence.	1 a. The teacher gives the student a list of multiple choice items; for each item, the student circles the sound that he hears the teacher pronounce.
2. To demonstrate an awareness of the differences between the native and target languages.	2 a. The teacher presents the student with pairs of words, phrases, and sentences; the student indicates which of each pair is in English and which is in the target language. b. The teacher gives the student a mixed list of English and target language words; the student circles the target language words in the list.
3. To perceive the similarities and differences among words, phrases, or sentences in the target language.	3 a. The teacher gives the student pairs of words, phrases, or sentences in the target language; the student indicates whether the pairs are identical or different. b. The teacher gives the student a dialogue or passage in the target language with a list of words in the target language; the student indicates which words from the list appear identically in the dialogue or passage.
4. To recognize the sound-symbol correlation.	4 a. The teacher reads a word, phrase, or sentence in the target language; the student selects from multiple choices the word, phrase, or sentence. b. The teacher presents a list of previously learned phrases or sentences; the student reads aloud with accurate pronunciation the material.
5. To demonstrate an understanding of written material which was previously introduced orally.	5 a. The teacher writes commands on slips of paper; the student selects a slip, reads it, and performs the requested action.

Objectives	Suggested Activities
	5 b. The teacher presents a picture; the student selects from multiple choices the foreign expression appropriate to the picture. c. The teacher presents a reading selection and a list of statements; the student reads the selection and indicates whether the statements are true or false. d. The teacher presents a reading selection; the student selects from multiple choices the English equivalent for underlined words, phrases, or sentences.
6. To understand recombined vocabulary and structures.	6 a. The teacher presents a reading selection in which previously learned vocabulary and structures have been recombined; the student: (1) answers true-false statements; (2) answers multiple-choice questions; (3) selects idiomatic English equivalents from multiple choices of target language words, phrases, or sentences. (4) selects from multiple choices the appropriate completion of a sentence; (5) or selects from multiple choices a picture most appropriate to a word or sentence in the target language.
7. To read unfamiliar material in the target language at increasing rates of speed without loss of general understanding or fluency.	7 a. The teacher gives the student an unfamiliar reading selection (poem, article, play; story); the student reads the selection and:

Area: READING

Objectives	Suggested Activities
	(1) answers briefly questions on the selection; (2) lists important ideas in the selection; (3) summarizes the selection in the target language; (4) defines words and expressions underlined in the selection.
	b. The teacher gives the student an unfamiliar reading selection; the student reads the selection as rapidly as possible and then summarizes in English or the target language.
	c. The teacher gives the student an unfamiliar reading selection and instructs him to read the selection in a specified time period; the student reads the selection in the allotted time and answers multiple choice questions.
	d. The teacher gives the student an unfamiliar selection containing nonsense words and phrases the student reads the selection within an allotted time period crossing out the nonsense words and phrases.
8. To analyze unfamiliar reading selections in the target language in terms of point of view, language standard, and purpose of the selection.	8 a. The teacher gives the student an unfamiliar selection followed by a list of statements on the content of the selection; the student reads the selection and then indicates whether or not each statement can be logically implied from its content.
	b. The teacher gives the student an unfamiliar selection followed by a list of questions the student reads the selection, taking necessary notes;

Area: READING

Objectives	Suggested Activities
	8 b. then answers the questions in the target language, supporting his answers with evidence from the text.

Area: WRITING

Objectives	Suggested Activities
1. To copy printed material in the target language.	1. The teacher gives the student a written selection; the student accurately copies this selection as given.
2. To recall previously encountered material.	2 a. The teacher reads aloud words, phrases, or sentences; the students transcribes the material. b. The teacher reads aloud by sections a short paragraph familiar to the student; the student transcribes the material. c. The teacher gives the student a written series of familiar sentences with a word or phrase deleted; the student writes from memory the missing element. d. The teacher gives the student a previously memorized written selection with portions of the selection deleted; the student supplies the missing items. e. The teacher gives the student a list of familiar words; the student writes synonyms and/or previously learned antonyms for each word.
3. To construct grammatically correct phrases and sentences.	3 a. The teacher gives the student a selection with items deleted; the student supplies appropriate substitutions. b. The teacher asks personalized questions; the student writes appropriate answers. c. The teacher supplies vocabulary items; the student constructs a sentence with the supplied vocabulary.
4. To write short paragraphs and guided compositions on controlled topics.	4 a. The teacher designates a previously learned dialogue; the student rewrites the dialogue in narrative form. b. The teacher gives the student a previously encountered selection; the student rewrites the selection incorporating indicated changes,

Area: WRITING

Objectives	Suggested Activities
	such as tense, person, number, or voice. c. The teacher gives a series of short, simple sentences; the student combines these elements into a coherent paragraph. d. The teacher gives the student an English sentence containing recombined vocabulary and structure; the student renders the sentence into the target language.
5. To express thoughts and opinions in free compositions.	5 a. The teacher designates an appropriate activity; the student: (1) writes a composition on a designated topic; (2) describes a picture; (3) writes a letter to a friend; (4) writes expository prose; (5) writes original poetry or fiction.
6. To write a composition approaching native proficiency with a variation in style, tone, and choice of language in accordance with his subject matter, purpose, or intended audience.	6 a. The teacher designates a story; the student rewrites a story from a different point of view or with different intended audience. b. The teacher gives the student a letter written to a child; the student rewrites the letter addressing himself to an adult. c. The teacher gives the student a story or poem; the student writes an explanation in the target language.

Culture and Civilization

The areas suggested in this section should be covered systematically by the individual teacher, so that, in the end, each student will have been exposed to major components of culture and civilization. The areas should be introduced and explored according to:

a. those introduced in the textbook;
b. student interest;
c. teacher's perception of appropriateness.

The main purpose of this aspect of foreign language study is to broaden student's intellectual perspective. For this reason, it is recommended that formal evaluative methods, such as formal examinations, not be given as much emphasis in these areas, but rather the teacher should strive for total class involvement in the cultural activities.

Some areas and activities which are particularly effective in the transmission of culture are:

folk dancing, kinesics (gestures), songs, games, plays, field trips, films, comic books, native informants, short-wave broadcasts, pen pals, slides, foreign travel, periodicals and newspapers, foods, language club activities, etc.

Area: WAY-OF-LIFE CULTURE

Objectives	Suggested Activities
1. To develop an awareness of the larger world in which the student lives.	1 a. The teacher shows the student a world map or a globe; the student locates the United States and then the target country. b. The teacher gives the student an outline map of the country; the student indicates on the map the name and locations of bordering countries, as well as major cities, states, rivers, and mountains.
2. To become acquainted with everyday customs, mannerisms, lifestyles, and environments of the target culture, pointing out the similarities and differences between it and the native culture.	2 a. The teacher leads the student to discover the customs or manners of the target country, including those associated with home life, family relationships, greetings, interpersonal relationships, and other everyday life situations; the student demonstrates an awareness of the similarities and differences in his native society. b. The teacher leads the student to discover the tastes of their peers in the target country, including those associated with art, music, sports, foods, dating patterns, and involvement in societal institutions; the student compares with the corresponding aspects of his native culture.

Area: CIVILIZATION

Objectives	Suggested Activities
1. To acquaint the student with the cultural, sociological, and historical evolution of the target country.	1 a. Music: (1) The teacher gives the student a list of prominent composers of the target country; the student writes a short biography of a selected composer. (2) The teacher provides a list of folk dances of the target country; the student learns the dances and performs them for other classes or other schools. (3) The teacher provides the words and music for folk songs of the target country; the student learns to play and/or sing these songs. (4) The teacher plays recordings of classical music, folk music, and popular music; the student listens to the music and participates in appropriate activities. b. History: (1) The teacher provides a list of prominent historical figures of the target country; the student writes a short biography of one or more of the figures. (2) The teacher, with student help, develops a U.S. historical time line; the student develops a comparative time line for the target country. c. Art: (1) The teacher provides a list of prominent artists of the target country; the student writes a short biography of one or more of the artists.

Area: CIVILIZATION

Objectives	Suggested Activities
	(2) The teacher supplies prints, slides, and/or art books for classroom use; the student views the art works and participates in appropriate discussion and composition activities. d. Architecture: (1) The teacher provides examples of the common styles of periods of architecture found in the target country; the student identifies similar styles in his native country or isolates the architectural styles peculiar to the target country. e. Social Institutions: The teacher provides information or directs student research on the educational, governmental, religious, or social institutions of the target country; the student draws comparisons with his corresponding native institutions.

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Area: LITERATURE

Objectives	Suggested Activities
1. To introduce the student to the significant authors and the literature of the target language.	1 a. The teacher integrates the names of prominent authors into sentences and pattern drills; the student, by sight and by repetition, becomes acquainted with the names. b. The teacher provides poems, songs, short stories or passages from longer works by significant authors, whose vocabulary is simple and whose theme is appropriate to the age level of the student; the student reads and then: (1) discusses, preferably in the target language, the attitudes or position expressed in the selection; (2) answers questions on the selection; (3) draws or finds a picture to illustrate the selection; (4) writes an interpretive essay on the selection; (5) retells the selection, orally or in writing, preferably in the target language.

Grammar

The degree to which formal grammar is emphasized in a foreign language program will depend on several factors, among which are student foreign language goals, student capabilities, teacher preference, and textbook.

Current methodological theory indicates that grammar is to be used to facilitate language acquisition and that grammar for grammar's sake tends to impede the spontaneity of language expression.

Formal grammar as a facilitator is most effective with the secondary school student whose mental bias is more analytical.

LATIN PROGRAMS

Introduction

The study of Latin has traditionally occupied a keystone position in the curriculum of Alabama schools. In recent years, however, one can note a marked decline in the number of students enrolled in Latin classes and a continual decrease in the number of Latin programs in Alabama schools, colleges, and universities. Although this decrease is cause for alarm, it is predicted that, as public demand increases for students who can demonstrate basic linguistic competency and skill, administrators will begin to abandon certain curricular frills in favor of a return to the elemental and time-proven disciplines. At this point we should witness a resurgence of Latin study and the restoration of Latin to its traditional position in the curriculum.

The purpose of this section is not to present a component description of the typical Latin curriculum, but rather to orient both teachers and administrators to certain recommendations recently made by key members of the profession regarding traditional and innovative programs in Latin. The recommendations presented here for curriculum design and revision are derived largely from committee reports of two key conferences held during the 1960's, namely the Airlie House Conference[1] and the Oxford Conference.[2]

Why Study Latin?

One could present a detailed list of benefits, both direct and indirect, to be derived from the study of Latin. But suffice it to say that one should study Latin for five basic reasons:

(1) To develop linguistic skills necessary for the reading of Latin, progressing toward the direct comprehension of the Latin text in its natural word order;

(2) To read representative examples of Latin literature, progressing from adaptations and simplified passages to the authentic writings of Roman authors;

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[1] John F. Latimer, ed., Planning Conference to Examine the Role of Classical Studies in American Education and to Make Recommendations for Needed Research and Development. (Washington, D.C.: The George Washington University, 1975).

[2] John F. Latimer, ed., The Oxford Conference and Related Activities: A Report to the National Endowment for the Humanities. (Washington, D.C.: American Classical League, 1968).

(3) To learn about the Roman people and their culture and to gain an appreciation of their immense contribution to Western civilization and to our contemporary way of life:

(4) To increase the student's understanding of his own language by noting contrasts and similarities between English and Latin syntax and vocabulary;

(5) To derive pleasure and enjoyment from exposure to literature and other artistic masterpieces.

Program Scope

Traditionally the study of Latin in Alabama schools begins in grade 9, thus providing a possible 4-year sequence of language study. The greatest attrition occurs at the end of the second year, and, with the exception of programs in some of the large schools, the third and fourth year classes are usually combined. Typical fare in this four year sequence includes one year of basic grammar followed by the reading of selections from the works of Caesar, Cicero, and Virgil. While programs following this paradigm are basically sound, teachers would do well to consider other viable alternatives which might provide for greater variation and innovation in the Latin curriculum. Several examples follow.

Latin could well be introduced into the curriculum at Grade 6. At age 11 or 12 the student already has a general comprehension of the concrete and is approaching readiness for abstractions and the analysis of language. His natural curiosity and his love of action and spontaneity, at this age, coupled with a facile memory, plasticity of speech, and a love of mimicry make him a prime candidate for a profitable experience with Latin--provided that this experience be presented under the guidance of a good teacher. The student beginning the study of Latin at this earlier age can be given a longer and more gradual introduction to the language resulting in a feeling of greater security in his control of the language and allowing for more in-depth study at subsequent levels of instruction. An early initial exposure to Latin could well serve as an excellent springboard to the study of other foreign languages.

Teachers and administrators considering the establishment of elementary or middle school Latin programs can readily examine descriptive articles in conjunction with some of the materials currently being used in school systems of Washington, D.C., New York City, Philadelphia, Indianapolis, and Los Angeles where programs have been particularly effective.[3]

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[3]For information on these programs contact:

American Classical League
Miami University
Oxford, Ohio 45056
or
American Council on the Teaching of Foreign Languages
2 Park Avenue
New York, New York 10016

As mentioned above, the first year of Latin study beginning traditionally in Grade 9 deals largely with the acquisition of basic Latin grammar, which serves as the basis for reading at subsequent levels of study. Although this basic approach to the language is controlled largely by the format of textbooks currently used in Alabama schools, teachers might consider extending basic grammar over a longer period of time, so as to provide more supplementary materials of a cultural nature. Sample activities in this area may include units on any of the following: classical mythology, Greek and Roman history, daily life in the ancient world, Greek and Roman athletics, ancient art and architecture, Greek and Roman literature in translation, ancient philosphy, the Roman army, Roman law and possibly even a basic introduction to the Greek language.

The particular authors and works covered in Levels II, III, IV are determined largely by the contents of the approved textbooks. Nevertheless, teachers need not feel bound to honor the traditionally sacrosanct triumvirate of Caesar, Cicero, and Virgil; they should feel free to create their own supplementary reading materials. Indeed, the works of other authors are often more suitable to the needs and interests of a particular class. For example, the teacher might consider the appropriateness of the following works and authors: Plautus, Terence, Catullus, Sallust, Cicero's philosophic writings, the correspondence of Cicero and that of Pliny the Younger, Horace, Livy, Tacitus, Lucretius, Juvenal, Martial, ancient inscriptions and grafitti, selected passages from church fathers and medieval authors, the vulgate scriptures and even the works of contemporary Latinists. Along these lines the teachers can promote the merits of Advanced Placement Latin programs.[4] In any event, the student will be reading Latin and with encouragement may continue to do so.

Conclusion

Going beyond specific program goals, the principal objectives of Latin programs in Alabama schools should be simply to develop in students a sensitivity to the Latin language and the people who spoke it and to cultivate in students an enduring love for Latin, which is, after all, our basic language.

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[4]For further information about AP, request a free copy of the Guide to the Advanced Placement Programs from:

College Board
Publication Orders
Box 2815
Princeton, New Jersey 08540

Mini-Course

The primary purpose of the mini-course is to meet as many different needs of the student as possible. Since a mini-course is offered (usually) for a semester or less, one could conceivably offer from 4-8 of such courses each year. The prime advantage of the mini-course for the teacher is the limiting of skills and content on which to focus. The advantage to the student is, of course, the variety of choices to accommodate different interests.

Some sample mini-course titles are:

French	German	Spanish
Singing in French	Reading Scientific German	Spanish for Travelers
French Cuisine	German for the Tourist	Spanish Dialects
French Artists	German Composers	Age of Explorers
Folk Lore	Impact of German Scientists on Western Civilization	Chicano Literature
French-African Lit.		Commercial Spanish
Napoleonic Europe		Spanish Cuisine
French Landmarks	Kant, Nietzsche, and Marx	Spanish Folk Songs and Dances
French for Tourists	German for Tourists	Cuban Exile Literature
Commercial French	Commercial German	
	Alienation Effect in German Drama	

For more information see Robert C. Lafayette, "The Minicourse: A Viable Curricular Alternative," in An Integrative Approach to Foreign Language Learning: Choosing Among the Options, ACTFL Review of Foreign Language Education, Volume 8, ed., Gilbert A. Jarvis (Skokie, Illinois: National Textbook Company, 1976), pp. 81-127.

CAREER EDUCATION

One reason for the recent decline in foreign language enrollments has been the lack of emphasis placed on the practical application of foreign language skills. To be sure, some students will attend universities which have a language requirement, while others may plan to travel in the future. Many students, however, will enter the work force immediately after high school.

All students should be made aware of the value of foreign language competency as an ancillary skill to various occupational areas. One need only read the classified ads of a metropolitan area newspaper to realize that a bilingual secretary, airline stewardess, bank teller, nurse, social worker, fireman, or policeman is many times preferred over a monolingual candidate for the same job.

Some other occupations in which knowledge of a foreign language would be a strong support skill are:

Music teacher
Missionary
Medical assistant
Salesman
Drama coach
Anthropologist
FBI Agent
Hotel manager
Social group worker
Librarian
Singer
Receptionist
Actor or Actress
Historian
Travel guide
Customs examiner

For complete details on foreign languages and careers, the following would be helpful:

(1) Career Awareness: An Addition to the Junior High School Curriculum in French and Spanish ACTFL materials Center, 2 Park Avenue, New York, New York 10016.

(2) Theodore Huebner. Opportunities in Foreign Language Careers. Vocational Guidance Manuals, Inc., 620 South Fifth Street, Louisville, Kentucky 40202.

(3) June L. Sherif. Careers in Foreign Languages. Regents Publishing Co., 2 Park Avenue, New York, New York 10016.

(4) Elmer L. Winter. Your Future in Jobs Abroad. Arco Publishing Co., 219 Park Avenue South, New York, New York 10003.

EXPLORATORY PROGRAMS

Grades 5-8 are especially suitable for offering exploratory language programs, which are designed to precede or to initiate regular sequential programs. Some advantages of exploratory programs are as follows:

1. A more broadly-based language course can be designed to reach a wider audience;

2. Attitudes of cross-cultural understanding can be inculcated at an appropriate time in the student's psychological and sociological development.

There follows a position paper on exploratory programs by the National Council of State Supervisors of Foreign Languages.

MIDDLE SCHOOL

EXPLORATORY FOREIGN LANGUAGE PROGRAMS

NCSSFL POSITION PAPER

Beverly Enwall
Percy Fearing
Helen Saunders

INTRODUCTION

In the 1960s particular attention was given to the implementation of foreign language courses in the middle and elementary grades. These programs were designed either to provide or to supplement the introduction and the early learning phases of high school programs. The profile of success was very uneven. As a result there arose divergent points of view regarding both the advisability of such programs and their optimum structures. The early 1970s witnessed both the reduction and the expansion of the elementary grades of FLES (foreign language in the elementary school) programs whose objectives are now generally regarded as early second language.*

Today, it is largely in the middle schools (Grades 6-8) and junior high schools (Grades 7-9) that so-called "exploratory" programs are currently being tested, implemented, or dropped according to their perceived effectiveness. If successful formulae for development and implementation of exploratory programs in foreign language can be established, they may become a standard component of foreign language curriculum in the 1980s.

DEFINITION

An exploratory foreign language course is one designed to allow students to experience some area of foreign language study for the purpose of acquainting them with the phenomenon of language itself, to determine students' interest and potential in further foreign language study, or to meet some special student need. Such a course may vary in length from six weeks to one semester or one year, depending on the specific goals of the course and the local scheduling structure. The course may be offered as an elective or as one of a number of required exploratory experiences.

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*Aspects of bilingual education K-Grade 5 and beyond are not included since they are beyond the scope of this paper.

EXPLORATORY COURSE FORMATS

The content of an exploratory foreign language course will follow one of several general patterns outlined below.

The Language Overview Course

The purpose of the language overview course is to increase or to develop student linguistic awareness through an educational experience in the basic social phenomenon of language. In addition, such a course can serve to provide a general perspective or a first step in the study of a specific language.

One type of language overview is the linguistic-centered approach. It focuses on the description of the language families including the principles of language change, on sound systems including intonation, on structure and writing systems, and on lexicon including regionalisms and gestures. Basic problems in implementing the linguistic-centered course are those of first selecting from the broad field of linguistics the kind of content that will interest middle school students and then designing a course that will not be purely informational or fact-stuffing. An allied problem is that of finding a teacher well enough trained in the subject matter to structure a suitable course.

A second approach to the language overview course is to sample from several language families. The broad culture basis and the novelty of the less common languages constitute a unique appeal that attracts a number of students. The course lends itself to an experiential design and is best presented in a combination of conversational language learning and everyday culture. Time spent on any one language can vary according to class interest or perceived relevance. One hindrance to the implementation of this kind of course is insufficient teacher expertise, since few individuals are expert in a dozen languages. Readily available guides of helpful teaching materials with the basic conversational phrases are essential to avoid problems such as overemphasis on the languages of the teacher's own expertise to the neglect of others. An uneven presentation can create a degree of confusion about those languages touched on too fleetingly. It is important that the evaluation instruments be suitable to the nature of the subject matter, stressing performance and participation rather than fact recall.

A third type is the Esperanto approach. Advocates of Esperanto--an artificial international language--claim that as an exploratory course its more regularized grammar permits greater coverage within the given time, minimizes the demands on the teacher, offers exposure to many cultures, and provides transfer learning to other languages. However, its critics point out the scarcity of trained teachers, the resistance by parents and administrators to noncontinuous programs, and

the nonapplicability of Esperanto for students' choosing their subsequent language study. In addition, the usefulness of Esperanto itself is questioned.

The Trial-Study Language Course

This type of course provides a linguistic and cultural experience that permits the student to sample language study prior to registering for a regular sequence course and, as such, offers several definite advantages. When introduced at the middle school level, the course can capitalize on the enthusiasm and the language aptitude that characterize that age group, consequently encouraging further language study; it can also introduce ideas of cultural diversity at a crucial period in the middle school student's social development. Introduced at the middle school, it can both broaden the base of the number of students exposed to foreign language and combat the elitism and arbitrary prerequisites, such as "all B's in English," too often associated with foreign language study. Also, by beginning an exploratory course in the middle grades and following it up with regular sequence offerings, a longer overall sequence can be offered.

The trial-study course also gives students a basis on which to make a judgment about whether or not they can and want to continue foreign language study. Where multiple language offerings are available in high school, this exploratory course can afford a chance to choose which language is most compatible to individual interests and needs.

This kind of course should immediately precede the opportunity to enroll in the regular sequence course. The course must be so structured as to insure that the sampling is valid; otherwise, the offering becomes counterproductive. The course should be taught by teachers who give the regular sequence or by teachers who work closely with the regular course teachers. If the course is comprised of more than one language sample, the samples should be fairly consistent from language to language so that the student can choose which language best suits him, not which segment was the most fun. The sample should also reflect accurately the kind of sequence course that is taught locally. A "fun and games" sample that leads into a heavily academic, college-oriented course will result in resentment and disillusionment on the part of students, a resentment that will have repercussions not only on their attitudes in middle school but in high school and college as well. Similarly, the traditional, grammatical approach which permeates many senior high school programs is even more detrimental at earlier ages and may create negative attitudes about foreign language study that can persist well beyond the middle grades. If the exploratory course is to be offered to a large number of students, including those who may decide not to continue with the languages, it should also constitute a self-contained educational experience regardless of subsequent study.

Fundamental to this kind of course, then, is an awareness by students, parents, and teachers of the very special objectives of its content which should offer all students a learning experience, provide a true sample of foreign language learning, and create a positive attitude toward the field of foreign language.

The Level I Middle Grade Offering

This kind of course can be considered exploratory only in that all middle school courses can be considered explorations of the content awaiting them in high school. Actually, this type of course is more accurately described as the first phase of second language learning.

Some foreign language educators favor the Level I course over the trial-study course in the middle grades; they point out that it better facilitates a longer sequence of overall language study and does not waste students' time. They claim that in most cases students have already made up their minds about what to take or the curriculum opportunities do not permit real choice. In addition, they maintain that beginning Level I at this stage capitalizes more efficiently on the enthusiasm and ability of the middle school student and gives him or her a more realistic view of foreign language study.

It should be noted, however, that the implementation of Level I at the middle school level creates certain problems. Usually it is easier for a middle school administrator to staff a short-term exploratory course than a two-year Level I sequence. Also, more students are willing to try a short-term course. The problems arising from Level I articulation with the senior high school program can be critical, compounding the problems of the poorly structured exploratory course in terms of student expectations and level of achievement. If the Level I course at middle school is too easy, or if it concentrates, for example, on oral skills in direct contradiction to the thrust of the high school program, students become resentful, teachers become exasperated, and serious community problems can arise. On the other hand, the exclusivist, college-orientation of any course of study designed for middle grades not only results in high attrition but also fails to take into consideration the changing nature of the student and his particular academic abilities at this point in his development. In addition, it can create negative attitudes that persist into high school, college, and, in some cases, well into adult and parental life.

Foreign Language for the Noncollege Bound

A fourth kind of exploratory course has appeared in recent years, particularly in areas where the character of the school population has changed. This foreign language course is designed for the student who does not plan to go to college. While the course may motivate some students to enter regular sequence programs, this is not its primary purpose. Such programs place heavy emphasis on teaching contemporary culture and conversational language skills. It is fundamental to all such courses that their content, scope, and evaluative instruments be adapted to the specific needs and goals of the group to be served.

The most frequent noncollege course is the conversational, cultural approach that minimizes written and grammar areas and is a self-contained one- or two-semester course. Different texts and different situation-vocabulary emphasis, with a different and much greater proportion of contemporary culture emphasis, are basic ingredients for this kind of course. Common problems arise from an attempt to make it an alternate path to the sequence course or from a lack of adequate curriculum structure.

Another type of noncollege course that has begun to appear in recent years is the program for the very low achiever. In view of the Minnesota 1974 self-study report which takes note of the high correlation between success in foreign language and self-image building, this type of course can play a unique role. Typically, it focuses on simple conversational phrases, is completely oral, includes cultural activities, and is paced appropriately for the low achiever. An accepting, flexible attitude on the part of the teacher regarding achievement and curriculum content is also needed. One problem with this kind of course can be over-registration of students by counselors eager to find classes for the low achiever; to be successful, class size should be limited to 15.

CONCLUSION

There are four general categories of exploratory programs being implemented in schools in the 1970s: the language overview course, the trial-study course, the Level I offering, and the course for the non-college bound. It is the position of the National Council of State Supervisors of Foreign Language that these are all valid exploratory programs if planned and implemented in such a way that their inherent problems are avoided and their goals are the ones best suited to local needs, resources, and interests. For example, will the institution of an Esperanto course be inappropriate for certain school districts because it is rarely useful? Can the goals of the trial-study course be better achieved through a single language exposure rather than through small samples of several languages, at the same time providing a valid self-contained educational experience? Is the noncollege-bound course the most appropriate for the particular student population? Exploratory language programs must be chosen so as to 1) maximize their potential, 2) avoid their identified pitfalls, and 3) focus clearly on the specific goals of the particular type of exploratory course.

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